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ABSTRACT

To measure student perceptions of the programs and services offered at Maricopa Technical Community College (MTCC), 1323 students were surveyed; 542 responded. Information was solicited on age, sex, ethnicity, first language, veteran status, employment, scheduling preferences, semesters at MTCC, reasons for attendance, educational plans, course load, and college major. Additionally, students were asked to respond to numerous statements regarding the format for instruction, teaching methods, advisement, registration, student services, counseling services, financial aid, administrative policies/procedures, and student involvement. Study highlights include: (1) students came to MTCC to enroll in a specific occupational program, seeking an associate degree or certificate of completion; (2) most students preferred taking courses in the morning; (3) in the category of instruction, students were most satisfied with their interaction with instructors; (4) 33% of the respondents indicated a need for more basic English and math courses; (5) though students were generally pleased with the advisement they had received, over 50% would have preferred a specifically assigned advisor and 40% desired more career advisement; and (6) though students were generally positive about student services, many felt that campus security was inadequate and many lacked time for student activities. The questionnaire is appended. (AYC)

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ED175487

A STUDY OF STUDENT ATTITUDES

AT

MARICOPA TECHNICAL COMMUNITY COLLEGE

SPRING, 1978

BY BERNARD E. COMBS, M.S.

JC 790 058

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AN OVERVIEW

The purpose of this attitudinal study was to measure student perceptions of the various programs and services offered at MTCC. A total survey sample of 542 students was obtained and because of the multiple subgroup analyses conducted, the data collected were voluminous. The following discussion represents an attempt at summarizing the major findings and implications of the study, but the reader is cautioned that this overview will necessarily leave out many of the important details found in the main body of the report. The student sample will be referred to as "respondents," but the author feels that this group is representative of the total student population at MTCC.

First some discussion of the biographical/informational section of the questionnaire is necessary. In general the respondents were younger, 21-30 years of age, and the majority were male. The ethnic composition of the sample was quite similar to the ethnic composition of the school (Fall, 1977) and Maricopa County (1975). English was the first language for the majority of students, but for about half of the minority subgroup (approximately 31% of the school) this was not the case. This may suggest a strong need for a bilingual component in the school. Better than a third of the respondents were veterans, and most of the evening students were vets, suggesting a continued need for day and evening veteran services. Most of the respondents were employed and the majority of these were employed for 31 or more hours per week. This was the first semester for most respondents, most were day students, and enrolled for 12 or more credit hours.

Respondents were asked to indicate their reasons for coming to MTCC and their goal. Regardless of the subgroup examined, the response was the same. Students come to MTCC to enroll in a specific occupational program and their goal is to obtain an A.A. degree or Certificate of Completion in that area. Very simply, this is the drawing card for MTCC.

Most students are taking their classes in the morning and prefer it that way. Also, most want to attend at the main MTCC campus location. It may be important to note that very few respondents indicated a desire for classes via the radio and/or television medium.

The experiential section of the questionniare was composed of 142 statements of attitude divided into 10 major aspects of the college. Students were simply asked to indicate their degree of agreement or disagreement with these statements. In the following discussion the author will point out the major indications in some of these 10 aspects.

Responses on the first category, that of instruction, indicated that respondents were most satisfied with their interactions with instructors. They were perceived as being competent, concerned, fair, and available for consultation. All groups gave their instructors high marks. Several other points are important to note. Many students at MTCC are employed and most respondents indicated no problems in working their class schedules around their employment schedules, this was particularly true for evening students. This is a positive for MTCC. On the negative side many respondents, almost 40%, indicated that they had had problems completing their degree or certificate requirements because courses listed in the catalogue were not offered or not offered at enough different times. It would seem imparative that changes in scheduling be instituted.

Also, approximately a third of the respondents indicated a need for more basic English and math courses, this was particularly true of the minority subgroup, and more classes offered during the summer. Finally, quite consistently across groups, respondents called for physical education and special interest classes.

Student respondents in general were pleased with the advisement they had received; roughly 70% said that it had been good. However, over half indicated that they would like to be assigned to a specific advisor (one person) and approximately 40% indicated a need for more career advisement. The minority group in particular, made a strong call for more adequate testing and career information to aid them in their career decisions. Perhaps the development of the career center at MTCC is sorely needed.

The registration process at MTCC appeared to offer few particular problems, but many, especially evening and employed students, indicated a desire to be able to register at an off-campus location and to have one day of registration be on Saturday. Almost 80% of the respondents did, however, indicate a desire to be notified ahead of time when a course was cancelled so that they could make appropriate changes in their class schedules. This appears to be a persistent and frustrating problem and should demand some attention.

In general, students were positive about the various student services offered. Of particular note are the Library and Learning Assistance Center services. Respondents perceived these as being quite available and quite helpful. Student activities appear to be of dubious worth since roughly 70% of the respondents indicated that they had very little extra time to spend on campus. Finally, and perhaps very importantly, better than a third of the respondents indicated that at times they felt that their well being or personal property was in jeopardy because of the schools' parking and/or security services. The reality of this situation is not as important as the perceptions, be they of the present or potential student.

Counseling services were perceived as being both available and helpful. Also, almost 50% of the respondents indicated a need for the academic/career counseling this service provides. It is interesting to note that about a third of the respondents indicated a need for personal counseling.

In general, respondents felt that the colleges' deans were accessible and helpful in solving problems. As a group, the evening students did not share this attitude.

In final summary, the author would like to suggest that this report be used primarily as a resource, an aid in decision making. The following report may be used to examine student attitudes in general as they relate to specific aspects of the college, or a more in depth examination may be obtained by viewing the responses of particular subgroups. The data base collected as a result of this study may be manipulated in any way that is helpful in decision making. For instance, more extensive subgrouping may be done by contacting Mike Handley (Analytical Studies) at District.

ACKNOWLEDGEMENTS

Several people were closely involved with the construction of this questionnaire and the subsequent analysis of the data. Mr. Clarence McGirr was germain in the formation of the idea for the study and later in helping obtain the necessary funds. Dr. Bill Harris, Dr. Bob Brown, and Ms Dorris French gave invaluable advice on the selection of items and initial questionnaire construction. Mr. Mike Handley provided the necessary computer expertise and services involved in processing the data.

A special thanks goes to Dr. Fred Gaudet, the author's "sounding Board," for his critical feedback and technical advice at each step in the study, and to Ms. Margaret Bage for her clerical services.

Finally, the study could not have been done without students who were willing to take the time to help improve their school; Maricopa Technical Community College.

INTRODUCTION

Community College Goals

From the inception of the community college concept, these two-year institutions have had as their primary goal, service to the community. That community in recent years has shown an increasing interest in the pursuit of vocational technical training (Parker, 1976). The American Association of Community and Junior Colleges (AACJC) recently reported that:

> One of the reasons that community colleges have become first resorts for post-secondary education for many people, young and old, is wrapped up in the simple word, "Jobs!" (Federal Report, 1976).

Community College Decision Making

The continued effectiveness of a community college's vocational/technical programs relys on a constant feedback from its community (i.e. the students) and yet "educational decisions which directly or indirectly affect students are frequently made with little or no input from the students themselves" (Medsker, 1976). This is not because student survey models are not available. Several measures of the college environment have been developed (Feldman, 1971) (Baird, 1974), but historically these measures were not designed to be useful in helping local administrators make decisions about their college's programs and services. Baird (1974), of the Educational Testing Service, makes a call for the development of locally constructed student survey instruments when the focus of a study is on local decision making. For example: if decisions are to be based on the data collected, then items need to be specific, and related to questions the local college wishes to answer.

The Student Reactions to College (Warren and Roelfs, 1972) and the Educational Needs Assessment (Medsker, et. al, 1976), both student survey instruments, have been developed with the above idea in mind, and are readily adaptable to local use. Both served as models in the present study, for the development of a local student questionnaire designed to aid decision making in the revitalization (improvement) process of the programs and services offered at Maricopa Technical Community College (M.T.C.C.).

PRESENT STUDY

Interviews

Following the model developed by the Educational Testing Service (Warren and Roelfs, 1972), the first phase of the present study involved interviewing administrators, faculty, staff, and students. The purpose of these interviews was to determine areas of inquiry; questions that administrators and faculty felt needed answers and concerns that students wanted to make known. The unique aspect of this approach lies in the fact that students were given an opportunity to state what they thought was most important, that is to help form the content of the questionnaire, rather than administrators and faculty making this decision alone, which is more commonly the case.

In order to lend some structure to the interviews the following ten general open ended questions were developed and used as quidelines:

1. A. Instruction at MTCC is....
   B. Teaching methods are....
   C. The classroom experience of the average student is....

2. A. Advisement (students occupational/vocational/academic goals) at MTCC could be modified by.... (i.e., course planning)
   B. Registration procedures are....

3. A. Administrative policies/procedures are....
   or could be improved/modified by....
   (i.e., grades, attendance, deadlines, etc.)
   (in reference to how they affect students)

4. A. Student involvement in course design/policy making at MTCC is...

5. A. Student services at MTCC are....
   B. Counseling services are....

6. A. Financial Aid at MTCC is....

7. A. Enrollment trends are.... Why?....

8. A. Faculty/student -- Administration/student relationships are....

9. A. The general atmosphere at MTCC, from the student's standpoint is....

10. A. Some positive and negative statements I hear about the college are....

Administrators, faculty and staff were instructed to respond to these questions in terms of "what can the students tell us to help us make better decisions." Students were asked, in regard to each of the 10 areas, "what do you want to tell us to help us make better decisions." Notes were taken during these interviews, sometimes recording responses verbatim and sometimes paraphrasing.

Interviews to identify concerns were conducted with four (4) college administrators, including the Director of Admissions and Records, thirteen (13) faculty members representing each of the six instructional divisions, two (2) members of the counseling department, four (4) staff members, and thirteen (13) students. Many kinds of students were included -- members of the Student Executive Board (Government); students from each divisional area; day and evening students; minority group students; and students from on and off campus locations.

Instrument Construction

Once the interviews were completed and notes typed, a committee was formed to review each comment made by the interviewees and to determine if that comment could be made into an item on the questionnaire. This committee included the Dean of Instruction, Director of the Counseling Department, a Psychologist, and the president of the Student Executive Board. The purpose of this committee was to review the comments made in the interviews and construct the initial form of the questionnaire.

Because the purpose of the student questionnaire was to serve as an aid in decision making, the committee established the following objectives (criterion) for item selection:

1. Will the question yield specific information on which the college administration or faculty can act to improve programs and services?
   This is perhaps the most important criteria because if the questions are not specific enough or clear enough then the results are of no use to decision makers. For instance, an item may be, "my instructors are good" to which the student is asked to respond by stating his degree of agreement (Likert Scale, 5 categories). This is to general. One must then ask, in what way are they good or bad; all or most of them; how can this be changed? More appropriately an item might be "My instructors were availalbe during their established office hours when I needed to see them." If most students disagree with this statement, then decision makers can take steps to remedy the situation.

2. Is the question important when considering improvement of college programs and services?

3. Can the question or called for response be stated clearly and concisely (Simplicity and directness)?
   Each item was checked and re-written if it contained any ambiquities and/or double meanings.

4. The question or called for response should be neither too general nor too specific (i.e., my instructors are good or my math 005 instructor does not grade fairly, respectively).

5. Each item should be capable of standing alone, providing useful information independently of other items.

6. Questions should be stated such that a student can answer on the basis of their own experience.
It was important to make sure that students were not being asked to make collective judgements.

7. Items should be stated such that action taken and the result can be measured at a later time with this inventory or by similar means.

The final form of the questionnaire (see Appendix 1) contained 142 items, organized under the following 10 headings: Instruction, Teaching Methods, Advisement, Registration, Student Services, Building and Grounds, Counseling Services, Financial Aids, Administrative Policies/Procedures, and Student Involvement. In addition to this, 15 biographical and/or informational items were included (see Appendix 1). The purpose of this was to assess such things as reasons for attending college, preferences in class times, location, medium, and also to allow for subgrouping of students to see if any special needs or concerns characterized certain subgroups (i.e., employed - not employed).

Pilot Study

The purpose of this phase of the study was to assess the usability of the constructed questionnaire with emphasis on elimination or rewriting of confusing questions and the inclusion of information not in the instrument. A total of 12 classes were selected for the pilot, one day and one evening class from each of the 6 instructional divisions. Three of these had been closed or had finished already so the final pilot sample consisted of nine classes. 188 questionnaires were distributed in those classes and 86 completed questionnaires were returned.

On the first page of the questionnaire students were given the following special instructions.

> If any of the questions are confusing or unclear, please feel free to indicate so. (Write next to the question why it was confusing)

Instructors who distributed the questionnaires were also asked if there had been any problems in administering the survey.

The pilot results suggested the necessity of several changes. First, the middle response category was changed from, "? = I don't know or I don't care" to, "? = Neutral or I don't care." It was felt that I don't know did not really fit in the middle of degrees of agreement. Secondly, an additional option was added to the question - Number 11, on the biographical section. The additional option was, "Earn an A.A. degree in an occupational program and transfer to a four-year college or university." Several students indicated that they did not see their A.A. degree in an occupational area as terminal. It was also necessary to call attention to the instructions for the Financial Aids section of the questionnaire. Students were missing these instructions and responding to the questions even though they were not on some form of financial aid (see Appendix 1, page 10), and finally several

of the items had to be rewritten because the use of double negatives on the original items created some confusion.

Survey Sample

In an attempt to obtain a representative sample, 10% of the classes offered in each discipline, during spring semester 1978, were selected for the study (this excluded "off-curb" classes, classes offered at other than MTCC campuses, and cancelled classes). An effort was made to select classes which were entry level and advanced, on and off main campus, day and evening, and occupational and academic in nature. Students were instructed not to fill out the questionnaire if they had done so in another class.

Table 1 indicates the classes selected, type of class, days, hours, number of questionnaires distributed and number returned completed. A total of 555 questionnaires were returned complete, although errors in the key-punch process reduced the total number for the survey sample to 542.

TABLE 1

SAMPLE CLASSES AND STUDENT PARTICIPATION
IN SPRING 1978 STUDENT SURVEY

Class Title	Class Code	Days	Hours	# of Questionnaires Distributed	# of Questionnaires Returned Completed
BUSINESS & COMPUTER TECH.					
Career Typing	M	M.W.	7:30-8:20	17	0
Accounting Principles I	M	M.W.F	10:30-12:20	33	10
Keypunch/Data Recording	M	M-F	7:30-9:30	17	4
Keypunch/Data Recording	E	M.W.	5:45-10:00	14	16
Data Key-to-Disc	M	M-F	7:30-9:30	12	4
D.P. Controls Procedure	M	M.W.F	8:30-9:20	47	7
Survey Data Processing	M	T.T.	9:00-10:15	25	13
Advanced COBOL Programming	M	M-F	8:30-9:20	35	10
Human Relations Bus.-Ind.	M	M.W.F	11:30-12:20	32	9
Business Communications	M	T.T.	10:30-11:45	33	15
Techniques of Supervision	E	M	6:00-9:00	35	0
Career Typing	E	M.W.	6:00-8:30	35	6
General Office Procedures	M	M.W.F	10:30-12:20	35	20
BUSINESS TOTALS				370	114
GENERAL STUDIES					
Biology Concepts	M	M.W.F	8:30-9:20	29	17
General Microbiology	E	T.T.	5:00-6:15	28	0
Career Exploration	M	T.T.	10:30-11:45	14	6
Basic Communication	M	M.W.F	8:30-9:20	24	0
Freshman English	E	T.W.T	5:00-5:50	24	14
Freshman English	A	M.T.F	12:30-1:20	23	0
U.S. History	M	T.T.	9:30-10:45	30	16
Arithmetic Review	M	T.T.	10:30-11:45	25	8

TABLE 1 (cont.)

SAMPLE CLASSES AND STUDENT PARTICIPATION
IN SPRING 1978 STUDENT SURVEY

Class Title	Class Code	Days	Hours	# of Questionnaires Distributed	# of Questionnaires Returned Completed
GENERAL STUDIES CONT.					
Tech. Math I	A	M.W.	1:00-2:15	20	2
General Psychology	M	M.W.F.	10:30-11:20	25	9
Modern Reading Techniques	M	T.T.	9:00-10:15	20	8
Intro to Social Work	M	M.W.F.	11:30-12:20	15	1
GENERAL STUDIES TOTALS				277	81
HEALTH SCIENCE					
Dental Science II	M	W.F.	9:00-10:20	27	7
Pulmon Function	M	M.T.	11:00-11:50	21	0
Group Process	M	W.	9:00-11:30	20	10
Radiology Practum 4	M	M.W.F.	8:00-5:00	18	25
Operating Room Practum II	M	M.T.W.	8:00-8:50	8	6
Basic Human Structure	M	MTWF	11:00-11:50	7	3
HEALTH SCIENCE TOTALS				101	51
INDUSTRIAL TECHNOLOGY					
General Advertising	M	M.W.	10:30-12:20	20	8
Ltrg. Typ. Past Up	E	Th.	6:00-10:00	25	0
Technical Drafting I	M	M.W.F.	9:30-11:20	19	12
Building Blueprint Reading	E	Th.	7:00-10:00	35	10
Machine Blueprint Reading	E	Tu.	7:00-10:00	30	17
Math Elec. Technology	E	Th.	7:00-10:00	25	12
Intro Elec.-Elect.	A	T.T.	12:30-1:50	30	13
Product Finish Operator	E	Th.	6:00-10:00	10	8
Photomech Technology	M	Tu.	8:00-12:00	15	5
Building Materials	M	T.T.	10:30-12:00	10	0
INDUSTRIAL TECHNOLOGY TOTAL				219	85
MECHANICAL TECHNOLOGY					
Int. Comb. Engines	M(MT)	W.	9:00-12:20	20	24
Auto Carb. Fuel	E(MT)	Tu.	7:00-10:00	25	17
Auto Air Conditioning	M(MT)	W.	7:30-12:00	25	24
Diesel Fuel System	M(MT)	Tu.	9:00-12:00	20	18
Small Engine Overhaul	E(ST)	M.	6:00-10:00	20	18
Tune-Up	M(MT)	Th.	7:30-12:20	15	15
Advanced Carb. & Fuel	E(MT)	M.	7:00-10:00	20	15
Auto Emission	M(MT)	W.	9:00-12:00	18	13
Advanced Welding	E(MT)	M.W.	7:00-9:30	20	17
Principles Air Cond. System	M(ST)	T.T.	8:00-11:00	25	0
Air Trouble Shooting	M(ST)	M.W.	8:00-12:00	18	16
Cost Estimating	E(ST)	M.	7:00-10:00	25	0
MECHANICAL TECHNOLOGY TOTAL				251	177

TABLE 1 (cont.)

SAMPLE CLASSES AND STUDENT PARTICIPATION
IN SPRING 1978 STUDENT SURVEY

Class Title	Class Code	Days	Hours	# of Questionnaires Distributed	# of Questionnaires Returned Completed
NURSING					
Peds. Nursing I	M	F.	11:00-1:00	35	12
Psych. Nursing I	M	M.	8:30-9:30	45	2
Obstetric Nursing	M	M.	9:00-11:00	25	15
NURSING TOTALS				105	29
Unidentified as to Class					18
GRAND TOTAL-ALL DIVISIONS				1,323	555

CODES:

M = Morning
A = Afternoon
E = Evening
MT = Mech. Tech. (off main campus)
ST = Stauffer Annex (off main campus)

To assess the representativeness of the sample, Fall, 1977 MTCC statistics (Fact Book, 1977) were compared with those obtained in the survey by age, sex, and ethnic groups. The median age for all students during Fall, 1977 at MTCC was 27. 47.8% of the students in the present sample were from 21 to 30 years of age. During Fall, 1977 semester 66.3% of those enrolled at MTCC were male, while 33.7% were female. The adjusted percentages (excluding missing data) for the sample were 64.4% male and 35.6% female. Table 2 shows the percentages of various ethnic groups enrolled at MTCC during Fall, 1977 and those ethnic group percentages obtained in the sample.

TABLE 2

ETHNIC GROUP ENROLLMENT AND SAMPLE

	Total Enrollment Fall, 1977 M.T.C.C.	Survey Sample Spring, 1978 M.T.C.C.
Oriental/Asian American	.8%	1.2%
American Indian/Native American	3.0	5.4
Black/Afro American	11.8	9.4
Chicano/Mexican American/Hispanic	15.7	16.5
Anglo/American	68.7	64.2

The results indicate that the sample was representative in reference to the above mentioned population characteristics.

RESULTS

ALL SURVEY RESPONDENTS

This initial portion of the results will discuss the responses of the total survey population (Number = 542) on the first 15 biographical/informational items. The respondents were representative of the student population to the extent mentioned in the foregoing section (survey sample).

Biographical/Informational Section

Age

The largest single group (27.7%) of respondents fell into the 21-25 age group. By combining two age groups, 21-25 and 26-30, we see that 47.8% of all respondents were between 21-30 years of age. These data coincide with statistical reports from fall 1977 which indicate the median age of all students at MTCC was 27.

TABLE 3

AGE

Age	N	Adjusted Percent*
16-20	97	18.1%
21-25	149	27.7
26-30	108	20.1
31-35	82	15.3
36-40	33	6.1
41-45	30	5.6
46-50	20	3.7
51-55	10	1.9
56 or Older	8	1.5

*Adjusted Percentage (not including missing data)

Sex

The survey sample was comprised at 64.4% males and 35.6% females. This corresponds rather closely to the statistics in the fall, 1977 District Fact Book, 1977.

Ethnic Composition

The majority of the respondents were caucasian (64.2%). The adjusted percentages obtained in the sample correspond closely with the ethnic group percentages for the total student population at MTCC during fall 1977 and are slightly higher for Black/Afro-American and Indian/Native American than those percentages of the population of Maricopa County for July, 1975.

TABLE 4

ETHNIC COMPOSITION

Ethnic Group	Survey Sample Spring 1978	MTCC Fall 1977	Maricopa County July, 1975
American Indian	5.4%	3.0%	1.1%
Black/Afro	9.4	11.8	3.3
Mexican/American	16.5	15.7	14.6
Oriental	1.2	.8	.4
Caucasian	64.2	68.7	80.3

English as a First Language

When asked if English was the first language they learned to speak, 84.1% said yes and 15.9% said no. This 15.9% is approximately 1/6th of the student population and may suggest the importance of bilingual education at MTCC.

Veterans

Over a third (39.9%) of the respondents indicated that they were veterans, suggesting the continued need of veterans services at MTCC.

Employment

Respondents were asked to indicate if they were employed and if so for how many hours per week. Most respondents (67.6%) were employed and the largest hours/week category was 31-40 with 26.9%. A more detail analysis of the differences between employed and non-employed students will be given later in this report under the heading - Employed - Not Employed Subgroup.

TABLE 5

RESPONDENTS EMPLOYMENT STATUS

Category	N	Percentage
Not Employed	175	32.4%
Employed 1-10 hours	35	6.5
Employed 11-20 hours	52	5.6
Employed 21-30 hours	31	5.7
Employed 31-40 hours	145	26.9
More than 41 hours	102	18.9

Day/Evening Class

Most respondents (60.1%) attended class during the day. 23.3% attended during the evening and 16.6% had classes at both times.

Semesters At This College

The largest percentage of respondents (24.5%) indicated that Spring, 1978 was their first semester at this college. The percentages steadily decrease going from 1-4 semesters and then rise again in the last (5 or

more) category. This curious bi-modal curve is probably due to the fact that the last category lumps a larger number of respondents into one group.

TABLE 6

NUMBER OF SEMESTERS AT THIS COLLEGE

Category	N	Percentage
None, First	132	24.5%
One	117	21.7
Two	87	16.1
Three	69	12.8
Four	51	9.5
5 or More	83	15.4

If a student responded to the above question with "none, this is my first," they were then asked to answer, in writing, this question, "what (if any) special counseling or other services could MTCC offer to help serve you better?"

Most students did not respond to this question or wrote "none". Some 37 responded and of these most made comments which fell into three categories; advisement, registration and other classes.

Respondents indicated a desire for more information during advisement on the following topics: The way courses are set up, which classes to take first and which would be most helpful in a certain program, which classes will be available, and course prerequisites. Comments on registration indicated a desire for better information on what to do during registration and for information on preregistration and registration dates.

Finally, several students made a call for courses in engineering, drama, building trades, gymnastics, and physical education.

Number of Hours Enrolled

The majority of respondents (61.8%) were full time students (12 credit hours or more), with only 19.7% taking 7-11 credit hours and 18.4% taking 1-6 credit hours.

Reasons for Coming to MTCC

In an attempt to get at the motivation for attending this particular college, respondents were asked to indicate any of 16 possible reasons which brought them to MTCC (See table 7). Students were instructed to check as many as apply.

Clearly there were three primary reasons for attending this school. Enrollment in a specific occupational program was the most commonly chosen option with low cost and to up-grade present job skills taking second and

third place, respectively. The most infrequently chosen response category was, "wasn't sure what else to do." It is apparent that it is the diversity and uniqueness of the occupational programs at MTCC that students are seeking. This is well in line with present national trends in post-secondary education.

TABLE 7

REASONS FOR ATTENDING MTCC

Reasons	N	Percentage
Low Cost	203	13.7%
Classes Are Close to Home	92	6.2
Friends Enrolled	28	1.9
To Enroll in a Specific Occupational Program	364	24.7
To Qualify for Funding	93	6.3
Size of Campus	33	2.2
Atmosphere of Campus	72	4.8
Wasn't Sure What Else to Do	25	1.6
Couldn't Find a Job	46	3.1
Classes are Close to Work	43	2.9
Up-Grade Present Job Skills	166	11.2
Advice of Friends	46	3.1
Advice of H.S. Counselor or Teacher	31	2.1
Parents Advice	35	2.3
Test Ability to do College Work	70	4.7
To Take Courses of Interest	80	5.4
Other	46	3.1

Student Goals

The tendency mentioned in the previous paragraph coincides well with the sample students' chosen goals. Most respondents (37.6%) planned to earn an A.A. degree or Certification at Completion in an occupational program or to take classes that will help them with present job skills (24.9%). The smallest percentage of respondents (2.1%) either planned to transfer to a four-year college or university without obtaining an A.A. degree or simply wanted to improve their basic language and math skills. Although occupational programs are generally viewed as terminal, many students (10.1%) saw this as a stepping stone to the four-year college or university.

TABLE 8

STUDENT GOALS

Goals	N	Percentage
Take Classes to Enjoy	50	9.4%
Classes to Help on the Job	133	24.9
Earn an A.A. Degree or Certificate in an Occupational Program	201	37.6
Earn an A.A. Degree in an Academic Area	12	2.2
Earn an A.A. Degree in an Academic Area & Transfer to a Four-Year College or University	45	8.4
Transfer to a Four-Year College or University Without Obtaining an A.A. Degree	11	2.1
Classes to Improve Basic Language and Math Skills	11	2.1
Earn an A.A. Degree in an Occupational Program and Transfer to a Four-Year College or University	54	10.1
Other	17	3.2

Student Major/Program

Table 9 indicates the number (frequency) and percentage of respondents in each of the programs of study for each of the six instructional divisions. The unusually high number of respondents in the automotive technology program is the result of two factors. First, there are a number of classes offered in that program and thus a large number of classes were chosen for the sample. Also, there was an unusually high return rate (88%) of questionnaires from that program conpared to the return rate for the total sample (42%)

TABLE 3

STUDENT MAJOR/PROGRAM

Major/Program	N	Percentage
BUSINESS & COMPUTER TECHNOLOGY		
Banking and Finance	4	.8%
Bookkeeping/Accounting Clerk	13	2.5
Business Administration (Transfer Program)	18	3.4
Front Office/Hospitality Industry	1	.2
General Business Management	11	2.1
Merchandising and Selling Management	4	.8
Retail Selling	2	.4
Supervisory Management	9	1.7
Legal Secretary	4	.8
Medical Transcriptionist	3	.6
Receptionist/PBX Operator	7	1.3
Secretary/Administrative Assistant	10	1.9
Stenographer/Secretarial Assistant	4	.8
Computer Applications Programmer	21	4.0
Computer Operator/Data Processing	27	5.1
Office Technician Processing	3	.6
GENERAL STUDIES		
Developmental Studies	7	1.3
General Studies	27	5.1
College Transfer Programs	12	2.3
HEALTH SCIENCE		
Dental Assisting	5	1.0
Mental Health Technology	11	2.1
Radiologic Technology	14	2.7
Respiratory Therapy	14	2.7
Surgical Technology	4	.8
Unit Clerk	3	.6
INDUSTRIAL TECHNOLOGY		
Advertising Art	14	2.7
Business Machines Service & Repair	8	1.5
Drafting-Construction	12	2.3
Drafting-Electrical Mechanical	8	1.5
Electrical-Electronic Technology	25	4.8
Graphic Communications	10	1.9
MECHANICAL TECHNOLOGY		
Automotive Technology	117	22.2
Diesel Technology	10	1.9
Regrigeration & Air-Conditioning Technology	22	4.2
Welding Technology	26	4.9
NURSING		
Associate Degree Nursing	23	4.4
Nurse Assistant	1	.2
Practical Nursing	12	2.3

Present Class Times and Preferred Class Times

The greatest percentage (42.3%) of the respondents were taking most of their classes in the morning and most (41.9%) preferred morning classes. The second and third most popular class times and preferences were for morning, afternoon, and evening classes.

TABLE 10

PRESENT AND PREFERRED CLASS TIMES

Class Times	Present	Preferred
Morning Only (8 a.m. - 12 noon)	42.3%	41.9%
Afternoon Only (12 noon - 4 p.m.)	1.8	2.8
Morning & Afternoon (8 a.m. - 4 p.m.)	21.2	16.6
Late Afternoon (4 p.m. - 6 p.m.)	.4	1.5
Evening Only (6 p.m. - 10 p.m.)	21.0	21.4
Saturday Only (8 a.m. - 1 p.m.)	.0	.6
Day and Evening	7.9	2.6
Day and Saturday	.0	.2
Evening and Saturday	.6	1.3
It Doesn't Matter	N.A.	5.7
Other	4.8	2.0

Location Preferences

Respondents were asked to indicate at which campus location they preferred to take their classes. The largest percentage (47.7%) chose the main campus location.

Although there is a present interest on the part of the college to offer radio and T.V. courses, very few students (.2% and 1.9% respectively), indicated a preference for this type of delivery system.

TABLE 11

LOCATION PREFERENCES

Location	N	Percentage
On the MTCC Campus (1st Street and Washington)	250	47.7%
Off Campus (Mechanical Technology Center or Stauffer Annex)	106	20.2
Both	54	10.3
It Doesn't Matter	103	19.7
T.V.	10	1.9
Radio	1	.2

Experiential Section

See Appendix I for the responses of the total survey sample on this section of the questionnaire.

AGE SUBGROUP COMPARISON

National trends in post-secondary education indicate that more older individuals are attending college for the first time or returning to college. This is particularly true at the Community College level, For this reason the present study's sample was divided in younger students (40 years or less) and older students (41 years or more), in an attempt to identify significant differences in their attitudes concerning the programs and services at MTCC.

On both the biographical/informational and experiential sections, only those items on which the cumulative response percentage differences (for young and old respondents) were significant at the .05 level will be presented. On those other items which did not yield significant differences, the reader is instructed to refer to the preceding ALL SURVEY RESPONDENTS section of the results.

Biographical/Informational Section

Age

Younger students (40 and below) constituted 87.3% of the total sample, with an N of 469. Older students (41 and above) made up 12.7% of the total sample, with an N of 68.

Ethnic Group

Table 12 shows percentages of both young and old students by various ethnic groups. Most students in both groups were caucasian but there were significant differences in this table. It is interesting to note that the proportions (N's) of young to old student is about the same for all ethnic groups (5/1) except for Mexican-American, where the proportion is 42/1. This is perhaps a reflection of family role differences. In the Mexican-American family, at least for the older and more traditional family, the woman is not generally allowed to work or go to school. This eliminates the older female Mexican-American. The burden of economic support then falls on the male Mexican-American who would probably not have time to attend college.

TABLE 12

AGE BY ETHNIC GROUP

Ethnic Group	N	Percent Young	N	Percent Old
American Indian	34	5.3%	4	6.0%
Black/Afro	39	8.6	10	14.9
Mexican/American	84	18.6	2	3.0
Oriental	5	1.1	1	1.5
Caucasian	286	63.4	46	68.7
Other	13	2.9	4	6.0

Reason for Attending MTCC

There were two reasons on which the response percentages for young and old were significantly different. Older students (72.1% compared to 66.1% younger students) were more likely to choose occupational programs, and less likely (0.0% older to 7.5% younger) to choose parents advice as reasons for attending.

Student Major/Program

Table 13 indicates the percentages of young and old respondents enrolled in various programs at MTCC. Although the total percentage differences were significant, it is difficult to pinpoint the practical importance of any difference for any one major/program.

TABLE 13

AGE BY MAJOR/PROGRAM

Major/Program	Young	Old
BUSINESS AND COMPUTER TECHNOLOGY		
Banking and Finance	.9%	.0%
Bookkeeping/Accounting Clerk	2.2	4.5
Business Administration	3.5	3.0
Front Office/Hospitality Industry	.0	1.5
General Business Management	2.0	3.0
Merchandising & Selling Management	.9	.0
Retail Selling	.4	.0
Supervisory Management	1.8	1.5
Legal Secretary	.7	1.5
Medical Transcriptionist	.0	4.5
Receptionist/PBX Operator	1.5	.0
Secretary/Administrative Assistant	2.2	.0
Stenographer/Secretarial Assistant	.9	.0
Computer Applications Programmer	4.4	.0
Computer Operator/Data Processing	5.5	3.0
Office Technician Processing	.7	.0

TABLE 13 (cont.)

Major/Program	Young	Old
GENERAL STUDIES		
Developmental Studies	1.5%	.0%
General Studies	5.1	6.1
College Transfer Programs	2.4	1.5
HEALTH SCIENCE		
Dental Assisting	1.1	.0
Mental Health Technology	1.8	4.5
Radiologic Technology	2.6	1.5
Respiratory Therapy	2.9	1.5
Surgical Technology	.9	.0
Unit Clerk	.2	3.0
INDUSTRIAL TECHNOLOGY		
Advertising Art	2.6	3.0
Business Machines Service & Repair	1.3	3.0
Drafting-Construction	2.2	3.0
Drafting-Electro-Mechanical	1.8	.0
Electrical-Electronic Technology	4.6	6.1
Graphic Communication	2.0	1.5
MECHANICAL TECHNOLOGY		
Automotive Technology	22.0	25.8
Diesel Technology	2.2	.0
Refrigeration & Air-Conditioning Technology	3.7	6.1
Welding Technology	5.3	3.0
NURSING		
Associate Degree Nursing	4.2	4.5
Nurse Assistant	.2	.0
Practical Nursing	2.0	3.0

Present and Preferred Class Time

Significant differences were found between young and old students in their present class times. Because this statistic is cumulative (all response percentages in one table) it is difficult to tell where this difference originated. Perhaps it is because younger students show a larger percentage in the 8 - noon category.

Table 14 shows present and preferred class times for both young and old students.

TABLE 14

AGE BY PRESENT/PREFERRED CLASS TIMES

Class Times	Young		Old	
	Present	Preferred	Present	Preferred
8 - Noon	43.9%	43.3%	33.8%	30.9%
Noon - 4	1.7	2.6	.0	4.4
8 a.m.-4 p.m.	20.9	15.8	20.6	20.6
4 p.m.-6 p.m.	.4	1.7	.0	.0
6 p.m.-10 p.m.	21.3	21.3	20.6	23.5
8 a.m.-1 p.m. - Sat. Only	*	.6	*	.0
Day and Evening	7.5	2.3	11.8	4.4
Day and Saturday	*	.2	*	.0
Evening and Saturday	.2	1.1	2.9	2.9
It Doesn't Matter	N.A.	6.2	N.A.	2.9
Other	4.1	1.7	10.3	4.4

(*Not included in "Present" question)

Experiential Section

This section of the results will involve a discussion of the differences between younger and older student attitudes in relation to 10 major aspects of the college. Once again, only those items in each category that yielded significant differences in response percentages will be discussed.

On the experiential section of the original questionnaire, which was distributed to students, a 5 point Likert response scale was used (i.e. Strongly Agree, Agree, Neutral or I Don't Care, Disagree, Strongly Disagree). However, the percentages reported in this section have been grouped; SA/A= strongly agree/agree, ? = neutral or I don't care, and SD/D = strongly disagree/disagree. This was done in order to more clearly illustrate general agreement or disagreement.

Instruction

Several items in this category yielded significant differences in response percentages between younger and older students. These items generally fell into two categories; experiences with instructors and perceptions of college functioning.

Older students generally felt more positive about their interaction with instructors. Older students (81.8% SD/D) were more likely than younger students (61.9% SD/D) to disagree when asked if they felt they had been cheated in some classes because the instructor didn't know what he was talking about. Older students (81.5% SD/D) compared to 59.9% SD/D younger) were more likely to disagree when asked if they felt their instructors did too much "irrelevant" talking in class. Also, when asked if their instructors showed favoritism in class and if their instructors lectured on one area and tested on another, older students were more likely to voice disagreement; (84.6% SD/D

older to 63.3% SD/D - younger, 86.4% SD/D - older to 64.3% SD/D - younger, respectively).

When students were asked if they had had classes in which they didn't really need the textbook, the difference between young and old was quite clear. The largest percentage of young students (56.9% SA/A) agreed where as the largest percentage of old students (50.8% SD/D) disagreed. Perhaps the difference is due to a differencial in the types of classes young and old students take, perhaps it is the result of older students using the text book more frequently as supportive for their classroom instruction.

Both young and old students felt that their instructors understood and cared about them, the older students (70.1% SA/A compared to 56.0% SA/A younger) being more likely to agree.

Older students also differed from younger students in some of their attitudes concerning the college in general. When students were asked if they felt it was too easy at MTCC, like you have to go to Phoenix College to get "real" college level work, the older students (83.6% SD/D compared to 70.0% SD/D younger) were more likely to disagree. Both groups saw MTCC as having a firm, definite future, the older students tending to agree more frequently. (84.8% SA/A vs. 74.7% SA/A).

Finally, when asked if they would like to see more physical education and special interest classes offered at MTCC, the younger students were more likely to agree (56.4% SA/A - younger, 23.4% SA/A - older, 64.0% SA/A - younger, 43.8% SA/A - older, respectively).

Teaching Methods

Significant differences in responses to items in this category did occur, however these differences tend to lie in strength of attitude rather than direction.

When asked if too many classes were all lecture and no student involvement, the older students (78.5% SD/D) tended to disagree more often than the younger students (56.8% SD/D). Older students (87.9% SA/A compared to 75.7% SA/A - younger) were more likely to agree that their instructors had organized their lectures, thus making the material more understandable.

Both young (72.2% SA/A) and old (90.0% SA/A) felt that their classes were quite challenging and both young (81.5% SA/A) and old (95.5% SA/A) felt that they had been given the respect and responsibility of an adult.

Advisement

Younger and older students appeared to be aware of and make use of the advisement period, although a larger percentage of the older students answered affirmatively on some of these related items. Both young (54.5% SA/A) and old (79.7% SA/A) students said they knew when the advisement period would be and that they liked to receive advisement before registration time (73.2% SA/A - younger, 87.7% - older). Both younger (53.1% SA/A) and older (69.4% SA/A) students said they take time during the advisement period, prior to

registration, to seek out an advisor. This system of staggering advisement and registration appears to be quite useful for both groups, perhaps even more so for older students.

Students were also asked about problems they had encountered because of errors in the advisement process. For instance, when asked if they had had problems getting the courses they needed because the program changed and they were not informed, most disagreed, but the older students (65.1% SD/D) were more likely to disagree than the younger (44.9% SD/D). Also, when asked if they had enrolled in a course that was too difficult, because they had not received adequate testing and advisement in the beginning, the older students (75.4% SD/D compared to 59.4% SD/D - younger) were more likely to disagree. Perhaps older students are more aware of what courses they want, how they can get them, and how successful they are likely to be.

This same trend was reflected when students were asked if they needed more career advisement than they had been getting. The largest percentage of older students (52.3% SD/D) generally disagreed while the younger tended to agree (42.6% SA/A). This could be expected considering the ages of the students.

Finally, a large percentage of younger students (71.5% SA/A compared to 64.1% SA/A - older) were in favor of having transfer courses identified in the course schedule or catalogue.

Registration

There was only one item in this category that yielded a significant difference. Both groups indicated that they had no problem finding out the dates of registration. The difference was that the older students (84.8% SA/A) were more likely to agree than the younger (65.1% SA/A).

Student Services

There were only a few significant differences in attitudes in this category. Older students (64.1% SA/A) tended to agree more frequently than younger students (46.4% SA/A) that the Learning Assistance Center had provided extra academic help when they needed it. However, when asked if they needed more help with basic study skills, older students tended to disagree (50.8% SD/D) whereas the responses of younger students tended to spread across the range of response categories (30.6% SA/A, 33.9% ?, 35.5% SD/D).

The largest percentage of both young (43.0% SD/D) and old (62.5% SD/D) students generally disagreed when asked if they felt their personal well being or property had been in jeopardy because of MTCC's parking and/or security services. However, it may be important to note that 37.2% of the young did either agree or strongly agree with this statement.

Buildings and Grounds

There were not significant differences between young and old student responses in this category.

Counseling Services

Only two items in this category yielded significant differences. When asked if they had had a problem seeing a counselor, just prior to the beginning of the semester, the largest percentage of younger students (37.6% ?) indicated neutral or I don't care, while older students tended to disagree (47.6% SD/D). When asked to respond to the statement, "I don't know what the counselors do," older students (57.1% SD/D compared to 43.2% - younger) were more likely to disagree.

Apparently students are, for the most part, aware of the services provided by the counseling department.

Financial Aids

There were no significant differences between young and old student responses on this category.

Administrative Policies/Procedures

Three items yielded significant differences in this category. First, when asked to respond to the statement, "I know where the deans are located and how to contact them," the largest percentage of younger students (42.0% SD/D) tended to disagree whereas the largest percentage of older students (52.4% SA/A) tended to agree. Also, when asked if they felt they could talk to a dean anytime, the older students (52.4% SA/A) felt they could, whereas the younder students (39.9% - neutral, I don't care) were not sure. These findings are difficult to interpret, but perhaps the administration could, in some way, make younger students more aware of their availability.

Finally, a larger percentage of the older students (73.8% SA/A compared to 51.9% SA/A - younger) felt that instructors should take roll.

Student Involvement

No significant differences were obtained in this category.

MINORITY/CAUCASIAN SUBGROUP COMPARISON

The purpose of an Ethnic Group comparison in this study was to identify any significant differences between minorities (as a group) and caucasians on both the biographical/informational and experiential sections of the questionnaire.

On both the biographical/informational and experiential sections, only those items on which the cumulative response percentage differences (for ethnic group respondents) were significant at the .05 level will be presented. On those other items which did not yield significant differences, the reader is instructed to refer to the preceding ALL SURVEY RESPONDENTS section of the results.

Biographical/Informational Section

There were four groups of minorities included in the minority subgroup. The following table indicates the number (N) in each group and its percentage of the total sample

TABLE 15

ETHNIC GROUP COMPOSITION

Ethnic Group	N	Survey Sample Spring 1978
American Indian	28	5.4%
Black/Afro	49	9.4
Mexican/American	86	16.5
Oriental	6	1.2
Caucasian	334	64.2

Caucasian students constituted 64.2% of the sample, with an N of 334.

Age

Although most minorities (24.9%) and most caucasians (25.2%) fell into the 21-25 age group, there were other significant differences. A smaller percentage of minorities (16.6%) than caucasians (18.7%) were 16-20 years of age. A larger percentage of minorities than caucasians were 26-30 years of age (21.9% to 19.6% respectively) and 31-36 years of age (20.7% to 12.0%, respectively).

English as a First Language

As could be expected, a high percentage of caucasians (98.2%), compared to minorities (53.7%), indicated English as their first language.

Reasons for Coming to MTCC

Students were asked to indicate their reasons for coming to MTCC by checking any of the following (table 16) 16 categories, and by checking as many as apply.

To enroll in a specific occupational program was the most frequently chosen reason for attending MTCC for both minority (53.8%) and caucasian (75.7%) students, even though it appears more important to caucasian students. Caucasian students also indicated that low cost was an important consideration, with up-grading present job skills as the third most frequently chosen reason. Minorities on the other hand chose up-grading skills over low cost for their second and third priorities.

Table 16 shows the response percentages for each reason for minority and caucasian students.

TABLE 16

REASONS FOR ATTENDING MTCC BY ETHNIC GROUP

Reasons	Minorities	Caucasian
Low Cost	30.2%	42.8%*
Close to Home	26.0	12.6 *
Friends Enrolled	3.6	5.4
Occupation	53.8	75.7 *
Funding	19.5	17.1
Size	10.7	4.2 *
Atmosphere	14.2	12.3
Unsure of Goals	5.3	4.8
No Job	11.8	6.9
Close to Work	11.8	6.9
Up-Grade Skills	34.3	29.0
Friends Advice	9.5	8.1
High School Advice	5.3	5.7
Parents Advice	7.1	6.6
Test Ability	20.7	9.6 *
Take Courses of Interest	14.8	13.5
Other	5.3	9.3

(*Significant at .05 Level)

Student Goals

Table 17 shows the response percentages for minority and caucasian students when asked to indicate their goals while attending MTCC. The majority of both groups had as their primary goal earning an A.A. degree or Certificate of Completion in an occupational program. The second most frequent choice for both was to take classes which would aid them in their present job.

It is interesting to note that a greater percentage of minorities (12.7%) than caucasians (6.1%) intended to obtain an A.A. degree in an academic area and then transfer to a four-year college or university, while a greater percentage of caucasians (11.5%), compared to 8.5% minorities, intended to obtain an A.A. degree in an occupational area and then transfer. Perhaps minority students view the degree in an academic area as a more acceptable stepping stone to the advanced degree and thus to higher paying/higher status jobs.

TABLE 17

GOALS BY ETHNIC GROUP

Goals	Minority	Caucasian
Enjoy Classes	9.0%	10.0%
Job Help	29.5	23.0
A.A. Occupational	31.9	39.7
A.A. General Studies	2.4	2.1
A.A. Transfer	12.7	6.1
Transfer	1.2	2.4
Self Improvement	3.6	1.2
A.A. Occupational Transfer	8.4	11.5
Other	1.2	3.9

Student Major/Program

Table 18 shows the number and percentage of minority and caucasian respondents enrolled in the different programs at MTCC.

The greatest percentage of minority (20.9%) and caucasian (23.2%) students in this sample were enrolled in the Automotive Technology program. These statistics are probably due to the same factors as discussed on page 13.

TABLE 18

MAJOR/PROGRAM BY ETHNIC GROUP

	Minority		Caucasian	
Major/Program	N	%	N	%
BUSINESS AND COMPUTER TECHNOLOGY				
Banking and Finances	1	.6	2	.6
Bookkeeping/Accounting Clerk	5	3.1	8	2.5
Business Administration	12	7.4	6	1.8
Front Office/Hospitality Industry	1	.6	0	.0
General Business Management	5	3.1	5	1.5
Merchandising and Selling Management	3	1.8	1	.3
Retail Selling	1	.6	0	.0

TABLE 18 (cont.)

Major/Program	Minority N	Minority %	Caucasian N	Caucasian %
BUSINESS & COMPUTER TECHNOLOGY CONT.				
Supervisory Management	6	3.7	2	.6
Legal Secretary	2	1.2	2	.6
Medical Transcriptionist	1	.6	2	.6
Receptionist/PBX Operator	2	1.2	4	1.2
Secretary/Administrative Assistant	5	3.1	5	1.5
Stenographer/Secretarial Assistant	1	.6	2	.6
Computer Applications Programmer	2	1.2	18	5.5
Computer Operator/Data Processing	16	9.8	9	2.8
Office Technician Processing	0	.0	3	.9
GENERAL STUDIES				
Developmental Studies	2	1.2	4	1.2
General Studies	19	11.7	8	2.5
College Transfer Program	4	2.5	6	1.8
HEALTH SCIENCE				
Dental Assisting	4	2.5	6	1.8
Mental Health Technology	2	1.2	9	2.8
Radiologic Technology	2	1.2	11	3.4
Respiratory Therapy	1	.6	12	3.7
Surgical Technology	0	.0	4	1.2
Unit Clerk	1	.6	2	.6
INDUSTRIAL TECHNOLOGY				
Advertising Art	2	1.2	10	3.1
Business Machines Service & Repair	3	1.8	5	1.5
Drafting-Construction	3	1.8	9	2.8
Drafting-Electro-Mechanical	2	1.2	6	1.8
Electrical-Electronic Technology	7	4.3	16	4.9
Graphic Communications	0	.0	10	3.1
MECHANICAL TECHNOLOGY				
Automotive Technology	34	20.9	76	23.3
Diesel Technology	1	.6	8	2.5
Refrigeration & Air-Conditioning Technology	3	1.8	12	3.7
Welding Technology	7	4.3	17	5.2
NURSING				
Associate Degree Nursing	4	2.5	18	5.5
Nurse Assistant	1	.6	0	.0
Practical Nursing	2	1.2	9	2.8

Experiential Section

This section of the results will involve a discussion of the differences between minority and caucasian perceptions/attitudes in relation to 10 major aspects of the college (Instruction, teaching methods, advisement, registration, student services, building and grounds, counseling services, financial aids, administrative policies/procedures, student involvement). The items in each category that yielded significant differences between minority and caucasian response percentages will be the only ones discussed. It was felt that in this way problems or concerns of specific groups could be more readily identified.

On the experiential section of the original questionnaire, which was distributed to students, a 5 point Likert response scale was used (i.e. Strongly Agree, Agree, Neutral or I Don't Care, Disagree, Strongly Disagree). However, the percentages reported in this section have been grouped; SA/A = strongly agree/agree, ? = neutral or I don't care, and SD/D = strongly disagree/disagree. This was done in order to more clearly illustrate general agreement or disagreement.

Instruction

There were some differences in perceived difficulties in obtaining courses in the General Studies Division. A greater percentage of minorities (39.0%) than caucasians (22.4%) indicated trouble in getting these courses because so many had been closed or cancelled. Although, more specifically, a greater percentage of minorities (52.1%) than caucasians (35.9%) indicated that they could get the humanity courses they desired.

Both groups were more interested in getting training in a specific career area rather than just taking general courses, but the caucasians (82.1%, SA/A) were more likely to answer affirmatively than the minorities (69.7%, SA/A). When asked if they felt that their general studies courses had helped prepare them for their more advanced program courses, minorities (74.7% SA/A) answered affirmatively more often than caucasian (44.2% SA/A).

Along this same line a greater percentage of minorities (53.3% SA/A) than caucasians (19.4% SA/A) felt that they needed more basic courses in areas such as Math and English; and would like to see more physical education courses offered (68.3% SA/A and 45.3% SA/A), respectively. Also, a larger percentage of the minorities (63.0% SA/A) than caucasians (50.2% SA/A) indicated a desire for more summer classes. These two groups also appeared to differ in some of their perceptions of instructors. A greater percent of the minority respondents, 76.4% SA/A vs. 67.9% caucasian, felt that instructors treated their students the same, whether they agree with the instructors point of view or not. More caucasians (73.1% SA/A) than minorities (66.1% SA/A) felt that instructors try to understand their needs as an individual. This may suggest some differential in contact outside of class activities.

Finally, both groups tended to disagree that their instructors showed favoritism in class, although the caucasians (69.4% SD/D) were more likely to disagree than were the minorities (58.2% SD/D).

Teaching Methods

There were few significant differences in attitudes between minority and caucasian respondents concerning teaching methods. Both groups felt that their instructors listened and responded to their questions in class, but the caucasians (91.0% SA/A) were more likely to answer in the affirmative than minorities (86.1% SA/A). Although both groups generally disagreed with the statement that instructors get to involved in class in their own personal experiences, the minorities (25.5% SA/A) were more likely to agree than the caucasians (15.2% SA/A).

Advisement

While both groups generally felt the advisement they receive had been good (81.0% SA/A, minorities and 65.4% SA/A, caucasian), there was a definite difference in perceived need for career advisement. When respondents were asked if they needed more career advisement than they had been getting, 53.4% of the minority group indicated SA/A compared to 34.6% SA/A of the caucasians. When asked if they needed more aptitude and interest testing to help them choose the best career, the minorities' responses were fairly evenly spread from strongly agree to strongly disagree. However, the minority group (31.3% SA/A) was more likely to agree with this statement than the caucasians (23.0% SA/A).

Students were also asked if they had enrolled in a course that was too difficult because they had not received adequate testing and advisement in the beginning. Few students answered in the affirmative but minorities (26.7% SA/A) were more likely to agree than the caucasians (13.1% SA/A).

Perhaps these differences in knowledge of the various career areas and testing facilities are the result of past differences in educational exposure. If so, an increase in the dissemination of career and testing information to minority students might help in serving this group's needs and also aid in retention.

Finally, both groups indicated that they preferred to receive advisement before the registration period, with minorities (82.9% SA/A) being more likely to agree than the caucasians (71.2% SA/A).

Registration

Few differences between minority and caucasian respondents were indicated in this area. However, a larger percentage of minority respondents (42.0% SA/A compared to caucasians - 31.1% SA/A) indicated some trouble working up a schedule of classes because of closures and cancellations. This difference apparently did not include transfer courses because a larger percentage of minorities disagreed (51.0% SD/D compared to caucasians - 37.2% SD/D) with the statement, "I have had trouble getting enough courses that will transfer."

The only other significant difference was that a larger percentage of minorities (51.2% SA/A) than caucasians (33.1% SA/A) would like to be able to register for classes anytime during the year.

Student Services

MTCC is not a residential college; many students have families and are employed. For these reasons students have little extra time to devote to on-campus student activities. Indeed, when students were questioned, the majority of both groups indicated that they had very little time to spend on student activities, with the caucasians (73.7% SA/A) being more likely to agree than minorities (63.7% SA/A).

Minority and caucasian respondents did differ in their attitudes on a number of other areas of student services. A larger percentage of minorities (42.8% SA/A compared to 25.2% SA/A caucasians) felt that they needed more help finding a temporary or part-time job. A larger percentage of minorities (39.5% SA/A) than caucasians (18.2% SA/A) felt they would use the services of a child care center. Also minorities (41.5% SA/A) were more affirmative in their response than caucasians (25.2% SA/A) when asked if they needed more help than they were getting in study skill areas, such as how to take notes, how to study for a test, and how to read a text book.

The aforementioned area of study skills is primarily the responsibility of the college's Learning Assistance Center and Library. These two service areas appear to be useful to minority students. A larger percentage of the minority respondents (62.7% SA/A) compared to 41.2% SA/A caucasians) felt that when they needed extra academic help, the Learning Assistance Center provided it, and that the Library and Learning Assistance Center Services were available when they needed them (minorities - 77.4% SA/A, caucasians-68.2% SA/A).

Finally, minority respondents (58.2% SA/A) were more likely to agree than caucasians (34.1% SA/A) with the statement, "The academic counseling I have received from the Counseling Department has been helpful."

Building and Grounds

Only one significant difference was found in this category. When asked if they liked the downtown location at this campus, minority respondents (64.1% SA/A) were more likely to agree than caucasians (38.6% SA/A)

Counseling Services

Two major differences between minority and caucasian attitudes were indicated in this area. First of all, a larger percentage of minorities (63.2% SA/A compared to 46.3% SA/A caucasians) indicated a need for more information about what the job situation would be like when they left school. Secondly, what seems to be a reiteration of early reported results, more minority respondents (54.8% SA/A) answered affirmatively when asked if they have or have had a need for academic/career counseling, than did caucasians (42.2% SA/A).

Financial Aids

Only those students who had applied for and/or received some form of financial aid were asked to answer questions in this area.

The results of this section, at first glance, seem contradictory. When asked to respond to the statement, "I had few problems getting the financial aid I needed," caucasians (41.2% SA/A) were more likely to answer in the affirmative than minorities (26.8% SA/A) with 55.7% of the minorities answering SD/D).

On the other hand, when asked about specific problems, the minorities seem to indicate fewer problems than the caucasians. In response to the statement, "I have had trouble filling out the necessary forms correctly because no one was there to help me," a larger percentage of the minorities (62.6% SD/D compared to 48.9% caucasian) generally disagreed. In response to the statement, "My check was held up because I didn't find out about an error on the form until after my check was late," once again a larger percentage of the minorities (53.1% SD/D compared to 36.6% SD/D caucasians) generally disagreed. Finally this same trend was evidenced when a larger percentage of minorities (47.4% SD/D) than caucasians (28.7% SD/D) generally disagreed with the statement, "I was mislead into thinking I could get all the financial aid I needed and then found I could not, or not enough."

Perhaps this apparent contradiction stems from a misinterpretation of the words, "I had few problems . . ." Perhaps minority respondents had few problems getting financial aid at the college but experienced difficulties outside of the college getting the money they needed to attend school.

Administrative Policies/Procedures

Some differences in minority/caucasian responses were obtained in this area.

When students were asked if they had received the "run-around" when attempting to solve an administrative problem, most indicated neutral or I don't care, although the minorities (31.1% SD/D compared to 20.6% SD/D caucasians) were more likely to disagree. Students were also asked if they felt they could go to a Dean any time. The largest percentage of caucasians (43.4%) indicated neutral, while most minorities agreed (42.0% SA/A). Apparently these are not significant problems for MTCC students.

Finally, two other differences were observed. Caucasians (37.3% SA/A) tended to agree that it was disruptive when a student arrived late to class, whereas the minorities (39.6% SD/D) tended to disagree; and minorities (48.6% SD/D) indicated little trouble getting a note to their instructors when they needed to, while most caucasians (44.4%) were neutral.

Student Involvement

Students were asked if they felt they had a voice in student activities, college policy, and student executive board decisions (3 questions). Although the response percentages for both groups were fairly evenly spread across

response categories, the minorities were consistently more likely to agree. (39.4% SA/A minority/25.6% SA/A caucasian, 36.5% SA/A minority/21.8% SA/A caucasian, 38.4% SA/A minority/18.5% SA/A caucasian, respectively.)

Finally students were asked to respond to the statement, "I think students would be better represented in student government if representatives were appointed by administrators or faculty rather than elected." Cleanly, most students in both groups disagreed, with caucasians (61.2% SD/D) being more likely to disagree than minorities (47.7% SD/D).

EMPLOYED/NOT EMPLOYED SUBGROUP COMPARISON

The purpose of an employment group comparison in this study was to identify specific differences between or needs which characterize survey respondents who were not employed and those who were employed for 31 hours or more per week. These two extreme groups were chosen because together they represent 78.2% of the total sample (32.4% - Not Employed, 36.9% - Employed 31-40 hours, and 18.9% - Employed 41 or more hours/week). Differences between these two groups will be examined on both the biographical/informational section of the questionnaire.

On both the biographical/informational and experiential sections, only those items on which the cumulative response differences (for employed and unemployed respondents) were significant at the .05 level will be presented. On those other items which did not yield significant differences, the reader is instructed to refer to the preceding ALL SURVEY RESPONDENTS section of the results.

Biographical/Informational Section

Age

Table 19 presents the percentages of employed (31 or more hours/week) and not employed students falling into different age ranges. Cumulative differences were found to be significant, but it is difficult to point to specific differences that account for this significance.

The greatest percentage difference lies in the 26-30 age bracket, perhaps indicating that employed students, as a group, are slightly older than unemployed students.

TABLE 19

EMPLOYMENT BY AGE

Age	Not Employed	Employed 31 hrs/wk or more
16 - 20	21.4%	13.0%
21 - 25	27.2	23.9
26 - 30	13.3	27.1
31 - 35	15.6	16.2
36 - 40	6.4	7.3
41 - 45	5.2	6.5
46 - 50	6.4	3.2
51 - 55	3.5	1.2
56 or older	1.2	1.6

Sex

The total sample population was composed of approximately a 2/1 ratio of males/females. This trend is reversed when looking at employment status. As table 20 indicates, employed students were much more likely to be males, where as unemployed students were slightly more likely to be females.

TABLE 20

EMPLOYMENT BY SEX

Sex	Not Employed	Employed 31 hrs/wk or more
Male	45.4%	81.3%
Female	54.6	18.7

Veteran

A large percentage of employed students were veterans. Table 21 indicates the percentage differences which were found to be significantly different.

TABLE 21

EMPLOYMENT BY VETERANS

Veteran	Not Employed	Employed 31 hrs/wk or more
Yes	31.8%	52.9%
No	68.2	47.1

Day/Evening Classes

The percentage of working students who attended class during the day (52.6%) was roughly equal to those attending class during the evening (47.4%), whereas the largest majority (92.4%) of unemployed students attended classes during the day.

Semesters at this College

Table 22 shows the number of semesters employed and unemployed students have attended MTCC. The cumulative differences were significant.

TABLE 22

EMPLOYMENT BY SEMESTERS AT MTCC

Semesters	Not Employed	Employed 31 hrs/wk or more
None	29.9%	23.6%
One	25.9	18.3
Two	14.4	17.1
Three	12.6	11.0
Four	8.0	10.6
Five or More	9.2	19.5

Number of Hours Enrolled

Employed and unemployed students did differ significantly in the number of credit hours they were presently enrolled in. As could be expected, employed students were more likely to be attending on a part-time basis.

TABLE 23

EMPLOYMENT BY NUMBER OF HOURS ENROLLED

Number of Hours	Not Employed	Employed 31 hrs/wk or more
1 - 6	8.8%	29.3%
7 - 11	8.8	28.5
12 or more	82.5	42.3

Reasons for Attending MTCC

The most frequently checked reason for attending MTCC for both groups was to enroll in a specific occupational program. Employed students were much more likely to also check - upgrade present job skills - than unemployed students. Table 24 shows the percentage of employed and unemployed students who checked various reasons for attending MTCC.

TABLE 24

EMPLOYMENT BY REASONS FOR ATTENDING MTCC

Reasons	Not Employed	Employed 31 hrs/wk or more
Cost	34.9%	35.2%
Close to Home	16.0	19.4
Friends Enrolled	3.4	3.6
Occupation	70.3	61.1
Funding	20.0	18.2

TABLE 24 (cont.)

Reasons	Not Employed	Employed 31 hrs/wk or more
Size	9.1%	4.0%
Atmosphere	12.6	13.0
Unsure of Goals	8.0	1.2 *
No Job	12.0	2.4 *
Close to Work	2.3	12.6 *
Up-Grade Skills	16.0	44.9 *
Friends Advice	8.6	5.7
High School Advice	9.1	2.4 *
Parents Advice	6.9	4.0
Test Ability	14.3	11.7
Take Course of Interest	14.3	17.0
Other	9.7	6.9

*Significant Difference - at .05 Level

Student Major/Program

Table 25 shows the percentage of employed and unemployed students indicating particular majors or programs.

TABLE 25

EMPLOYMENT BY STUDENT MAJOR/PROGRAM

Major/Program	Not Employed	Employed 31 hrs/wk or more
BUSINESS AND COMPUTER TECHNOLOGY		
Banking and Finance	1.2%	.8%
Bookkeeping/Accounting Clerk	2.4	2.5
Business Administration	2.9	3.0
Front Office/Hospitality Industry	.0	.4
General Business Management	2.4	2.5
Merchandising and Selling Management	1.2	.4
Retail Selling	.6	.0
Supervisory Management	.6	2.1
Legal Secretary	1.2	.8
Medical Transcriptionist	.0	.4
Receptionist/PBX Operator	1.8	.8
Secretary/Administrative Assistant	2.9	1.3
Stenographer/Secretarial Assistant	1.2	.0
Computer Applications Programmer	7.1	2.5
Computer Operator/Data Processing	10.6	1.7
Office Technician Processing	.6	.0

TABLE 25 (cont.)

Major/Program	Not Employed	Employed 31 hrs/wk or more
GENERAL STUDIES		
Developmental Studies	.6%	1.7%
General Studies	4.7	5.9
College Transfer Programs	2.9	2.1
HEALTH SCIENCE		
Dental Assisting	1.2	.0
Mental Health Technology	4.7	.4
Radiologic Technology	2.9	.8
Respiratory Therapy	1.2	3.4
Surgical Technology	1.8	.4
Unit Clerk	1.2	.0
INDUSTRIAL TECHNOLOGY		
Advertising Art	2.9	1.7
Business Machines Service & Repair	1.8	1.3
Drafting - Construction	1.8	1.7
Drafting - Electro - Mechanical	.0	2.5
Electrical - Electronic Technology	5.9	5.1
Graphic Communications	.6	3.8
MECHANICAL TECHNOLOGY		
Automotive Technology	13.5	30.5
Diesel Technology	1.8	2.5
Refrigeration & Air-Conditioning Technology	2.9	5.9
Welding Technology	2.4	7.6
NURSING		
Associate Degree Nursing	4.7	2.5
Nurse Assistant	.6	.0
Practical Nursing	3.5	.4

Present and Preferred Class Times

Responses for the two groups were significantly different. As could be expected, the employed students were much more likely to indicate 6 - 10 p.m. as both present and preferred class time.

TABLE 26

EMPLOYMENT BY PRESENT & PREFERRED CLASS TIMES

Class Times	Not Employed		Employed 31 hrs/wk or more	
	Present	Preferred	Present	Preferred
8 - Noon	46.9%	45.7%	39.3%	35.2%
Noon - 4	1.1	2.9	.8	1.6
8 - 4	32.6	24.0	8.9	7.3
4 - 6	.0	.0	.4	2.8
6 - 10	5.1	9.1	39.7	36.8
8 - 1 Saturday Only	*	.0	*	1.2
Day - Evening	11.4	4.0	4.5	1.6
Day - Saturday	*	.6	*	.0
Evening - Saturday	.6	.6	.8	2.4
Don't Care	N.A.	9.1	N.A.	4.0
Other	2.3	2.3	5.7	1.6

*Not Included in "Present" Question

Location Preference

Employed and unemployed groups differed significantly in their choices of preferred class locations. Unemployed students preferred the main MTCC campus while employed students were fairly evenly divided between the main campus and off campus locations.

TABLE 27

EMPLOYMENT BY LOCATION PREFERENCE

Location	Not Employed	Employed 31 hrs/wk or more
MTCC (Main Campus)	61.8%	32.4%
Off-Campus	11.8	28.6
Both	7.1	14.7
Don't Care	17.1	22.7
T.V.	2.4	1.3
Radio	.0	.4

Experiential Section

This section of the results will involve a discussion of the difference between employed (31 hrs. or more/week) and unemployed student attitudes in relation to 10 major aspects of the college. Only those items, on which the cumulative percentage differences were significantly different for the subgroups, will be discussed. In this way characteristic needs or concerns of the subgroups may be more readily identified.

On the experiential section of the original questionnaire, which was distributed to students, a 5 point Likert response scale was used (i.e. Strongly Agree, Agree, Neutral or I Don't Care, Disagree, Strongly Disagree). However, the percentages reported in this section have been grouped; SA/A = strongly agree/agree, ? = neutral or I don't care, and SD/D = strongly disagree/disagree. This was done in order to more clearly illustrate general agreement or disagreement.

Instruction

Several differences in attitude between subgroups were apparent in the area of instruction.

As could be expected, a large percentage of employed students (82.2% SA/A) responded affirmatively when asked if they were able to work their classes in around their employment schedule. This is a good indication that MTCC is meeting this particular need of the employed student. Curiously, however, 45.7% SA/A of the unemployed students also answered affirmatively.

Other differences were observed. Employed (67.2% SA/A), as opposed to unemployed students (50.9%), were more inclined to like the word "technical" as part of the name for MTCC. When asked if they felt their instructors treated them the same even if they didn't agree with the instructors point of view, the employed student, (77.8% SA/A compared to 63.7% SA/A unemployed) was more likely to respond affirmatively. Both groups were aware of job opportunities in their field, but the employed (92.1% SA/A) were more likely to agree than the unemployed (81.5%).

Finally, both groups indicated a desire for more classes during the summer, the employed group (56.8% SA/A) being slightly more likely to agree than the unemployed (50.6% SA/A). Perhaps the college should consider this.

Teaching Methods

There were no significant differences between groups in the area of teaching methods.

Advisement

There were no significant differences in this area.

Registration

When students were asked if it would be helpful to them if they could register at some off-campus location, like some place in the community closer to home, the largest percentage of employed students (45.9% SA/A) answered affirmatively. Unemployed student responses spread themselves fairly evenly over the response categories. Also, when asked if one day of registration on Saturday would be helpful, the largest percentage of employed students (48.5% SA/A) agreed while the largest percentage of the unemployed (37.2% ?) indicated neutral/I don't care. These are two areas where the college could make changes to better serve the employed population.

Student Services

Several differences were found in this area. Both groups tended to agree that they had little time to spend on on-campus student activities. As would be expected, the employed (77.4% SA/A compared to 56.0% SA/A - unemployed) were more likely to agree. Also, when asked if bands in the student lounge had disturbed their classes, the unemployed (61.3% SD/D compared to 52.2% SD/D - employed) were more likely to disagree.

Although both employed (57.1% SA/A) and unemployed (77.1% SA/A) agreed that the bookstore hours were adequate for their needs, almost a third (29.6% SD/D) of the unemployed disagreed. Perhaps the bookstores' hours of operation should be examined to see if appropriate changes could be made. Also both groups generally agreed (77.1% SA/A - unemployed, 59.8% - employed) that the Library and Learning Assistance Center facilities were available when needed

Building and Grounds

When asked to respond to the statement, "I feel unsafe on campus or getting to campus after dark," 38.9% (SA/A) of the unemployed agreed while 28.4% (SD/D) of the same group disagreed. This trend reversed itself slightly with employed students; 29.5% SA/A, 42.4% SD/D. Although the percentages of agreement are low, the implications of these results may suggest the need for changes in MTCC's security services.

Counseling Services

Only one difference was found in this area. Unemployed students (59.1% SA/A) expressed a stronger need for information on future job markets, than did employed (43.9% SA/A) students.

Financial Aid

No significant differences were found in this area.

Administrative Policies/Procedures

One difference was obtained in this area although it is probably of little importance. Employed students (56.8% SA/A) were more likely to agree than unemployed students (46.6% SA/A) with the statement, "I think teachers should take roll". Perhaps there is a differential in the perceived importance of attendance.

Student Involvement

No significant differences occured in this area.

DAY/EVENING SUBGROUP

The purpose of this subgroup analysis is to identify differences in attitudes, between day (morning to 4:00 p.m.) and evening (4:00 p.m. on) students toward the programs and services at MTCC. Differences on both the biographical/informational and experiential section will be discussed.

On both the biographical/informational and experiential sections, only those items on which the cumulative response percentage differences (for day/evening respondents) were significant at the .05 level will be presented. On those other items which did not yield significant differences, the reader is instructed to refer to the preceding ALL SURVEY RESPONDENTS section of the results.

Biographical/Informational Section

Age

The cumulative percentage differences in table 28 below, were significant. It appears that as a group, the evening students were slightly older than day students.

TABLE 28

DAY/EVENING BY AGE

Age	Day	Evening
16-20	22.6%	10.3%
21-25	30.7	23.0
26-30	20.1	23.0
31-35	11.8	19.8
36-40	3.4	9.5
41-45	4.6	7.1
46-50	4.3	3.2
51-55	1.2	2.4
56 or Older	1.2	1.6

Sex

As table 29 indicates the male/female ration for evening students is about 6 to 1. For day students this ratio is about 2 to 1.

TABLE 29

DAY/EVENING BY SEX

Sex	Day	Evening
Male	60.2%	85.0%
Female	39.8	15.0

Veteran

Table 30 indicates that these two groups differed significantly on veteran status. The largest percent of evening students were veterans, suggesting the need for evening veteran services.

TABLE 30

DAY/EVENING BY VETERAN STATUS

Veteran	Day	Evening
Yes	34.3%	59.8%
No	65.7	40.2

Employment

Table 31 shows that a very large percent of the evening students (91.5%) were employed for 30 hours per week or more, whereas only about half of the day students fell into this category.

TABLE 31

DAY/EVENING BY EMPLOYMENT

Employment	Day	Evening
Not Employed	50.4%	8.5%
Employed 30 hrs/wk or more	49.6	91.5

Credit Hours Enrolled

Day and evening students differed significantly in the number of credit hours for which they were enrolled. As would be expected because of their employment schedules, evening students were more likely to be enrolled for a fewer number of credit hours.

TABLE 32

DAY/EVENING BY CREDIT HOURS

Credit Hours Enrolled	Day	Evening
1 - 6	13.4%	42.4%
7 - 11	17.4	29.6
12 or More	69.2	28.0

Reasons for Attending MTCC

Table 33 indicates the percentages of day and evening students choosing various reasons for attending MTCC. For day students the two top reasons were to enroll in a specific occupational program and cost. For evening students, they were to enroll in a specific occupational program and to upgrade skills. It maybe important to note that many evening students came just to take courses that interest them. It might be beneficial for the college and community for MTCC to offer special interest courses during the evening.

TABLE 33

DAY/EVENING BY REASONS FOR ATTENDING

Reasons	Day	Evening
Cost	37.2%	34.1%
Close to Home	18.8	15.9
Friends Enrolled	4.6	4.8
Occupation	68.3	54.8 *
Funding	16.6	15.9
Size	6.8	3.2
Atmosphere	14.2	11.1
Unsure of Goal	6.5	0.0 *
No Job	10.8	2.4 *
Close to Work	6.5	14.3 *
Upgrade Skills	25.8	47.6 *
Friends Advice	8.6	7.1
H.S. Advice	8.3	1.6 *
Parents Advice	8.0	4.8
Test Ability	14.8	10.3
Interest	11.7	23.8 *
Other	9.8	4.0

*Significant Difference - at .05 Level

Student Goals

As could be expected, the largest percentage of evening students were interested in taking courses to help them on the job. Day students were more interested in earning an AA Degree or Certificate of Completion in an

occupational area. This reflects differences in employment status between the two groups.

Table 34 shows the differences between day and evening students' goals, differences which were significant.

TABLE 34

DAY/EVENING BY GOALS

Goals	Day	Evening
Enjoyment	7.2%	17.9%
Job Help	23.1	35.0
A.A. - Occupational	42.5	25.2
A.A. - General Studies	2.8	.8
A.A. - Transfer	9.4	4.9
Transfer	1.9	1.6
Self Improvement	1.9	2.4
A.A. - Occupational Transfer	8.8	8.9
Other	2.5	3.3

Student Major/Program

Table 35 shows the relative percentages of day and evening students enrolled in the various programs at MTCC.

TABLE 35

DAY/EVENING BY MAJOR/PROGRAM

Major/Program	Day	Evening
BUSINESS & COMPUTER TECHNOLOGY		
Banking and Finance	.6%	.8%
Bookkeeping/Accounting Clerk	3.2	.8
Business Administration	2.8	4.2
Front Office/Hospitality Industry	.0	.8
General Business Management	2.2	2.5
Merchandising & Selling Management	.9	.8
Retail Selling	.6	.0
Supervisory Management	1.6	2.5
Legal Secretary	.9	.8
Medical Transcriptionist	.9	.0
Receptionist/PBX Operator	1.9	.8
Secretary/Administrative Assistant	1.9	2.5
Stenographer/Secretarial Assistant	.9	.0
Computer Applications Programmer	6.0	.0
Computer Operator/Data Processing	6.3	2.5
Office Technician Processing	.9	.0

TABLE 35 (cont.)

Major/Program	Day	Evening
GENERAL STUDIES		
Developmental Studies	.9%	2.5%
General Studies	6.0	3.4
College Transfer Programs	3.2	.8
HEALTH SCIENCES		
Dental Assisting	1.3	.0
Mental Health Technology	.3	.8
Radiologic Technology	4.4	.0
Respiratory Therapy	4.1	.0
Surgical Technology	.9	.0
Unit Clerk	.6	.0
INDUSTRIAL TECHNOLOGY		
Advertising Art	3.8	.8
Business Machines Service & Repair	2.5	.0
Drafting-Construction	1.9	1.7
Drafting-Electro-Mechanical	.9	3.4
Electrical-Electronic Technology	3.2	10.1
Graphic Communications	1.3	4.2
MECHANICAL TECHNOLOGY		
Automotive Technology	19.9	29.4
Diesel Technology	2.5	1.7
Refrigeration & Air Conditioning Technology	3.8	5.9
Welding Technology	.9	16.0
NURSING		
Associate Degree Nursing	3.5	.0
Nurse Assistant	.3	.0
Practical Nursing	1.9	.0

Present and Preferred Class Times

Obviously there were significant differences between day and evening students' present and preferred class times. These differences are shown in table 36.

TABLE 36

DAY/EVENING BY PRESENT & PREFERRED CLASS TIMES

Class Times	Day		Evening	
	Present	Preferred	Present	Preferred
8 - Noon	63.4%	60.9%	.0%	1.6%
Noon - 4	1.5	3.7	.0	.8
8 - 4	28.9	20.3	.0	.8
4 - 6	.3	.0	.8	4.0
6 - 10	.0	3.4	89.7	75.4
8 - 1 Saturday Only	*	.3	*	1.6
Day and Evening	.9	.6	1.6	.8
Day & Saturday	*	*	*	*
Evening & Saturday	.0	.0	2.4	5.6
It Doesn't Matter	N.A.	5.5	N.A.	3.2
Other	4.9	1.8	5.6	1.6

*Not Included in "Present/Preferred" Question

Location Preference

Day and Evening students were significantly different in their preferences for class location. As table 37 indicates, day students preferred the main MTCC campus, whereas the evening students were less specific.

TABLE 37

DAY/EVENING BY LOCATION PREFERENCE

Location	Day	Evening
MTCC (Main Campus)	56.0%	28.7%
Off-Campus	17.7	27.9
Both	6.0	19.7
Don't Care	19.0	22.1
T.V.	1.3	1.6
Radio	*	*

*Not Included in "Location" Question

Experiential Section

This section of the results will involve a discussion of the differences between day and evening student attitudes on 10 major aspects of the college. Only those items in each category that yielded significant differences in cumulative response percentages will be discussed.

On the experiential section of the original questionnaire, which was distributed to students, a 5 point Likert response scale was used (i.e.

Strongly Agree, Agree, Neutral or I Don't Care, Disagree, Strongly Disagree). However, the percentages reported in this section have been grouped; SA/A = strongly agree/agree, ? = neutral or I don't care, and SD/D = strongly disagree/disagree. This was done in order to more clearly illustrate general agreement or disagreement.

Instruction

Several significant differences in attitude were observed in this category.

First of all, both groups agreed that they were able to work their class schedules in around their employment schedules; the evening students (84.9% SA/A) being more likely to agree than the day students (68.6% SA/A). This is important because 51.5% of the evening students work more than 30 hours per week.

Other differences were observed. Evening students (74.7% SA/A compared to 55.8% SA/A - day) were more likely to like the word "technical" as part of the name for MTCC. A greater percentage of evening students (75.4% SD/D compared to 64.2% SD/D - day) disagreed that their instructors showed favoritism in class. When asked if they found it convenient that all their classes were in one building, day students (85.5% SA/A compared to 68.3% SA/A - evening) were more likely to agree. And finally, students were asked to respond to the statement, "I would take early morning (7:00 or 7:30) classes if they were offered." Obviously evening students would not (59.7% SD/D), but 41.6% (SA/A) of the day students agreed, and 41.0% (SD/D) disagreed. Almost half the day students would be amenable to this change.

Teaching Methods

The only significant difference in attitude in this category came in response to the statement, "my classes have a good amount of hands on (working just as I will be in the field) training". Both groups tended to agree, but the day students (69.6% SA/A compared to 54.2% SA/A - evening) were more likely to.

Advisement

Only one difference was found in this area, but that difference seems important. When students were asked if they knew who their advisors were and where to find them, 57.7% (SA/A) of the day students answered affirmatively, but only 40.5% (SA/A) of the evening students agreed. 37.9% (SD/D) of the evening students generally disagreed. Perhaps evening advisement could be improved if a more concentrated effort was made to make evening students aware of the availability of advisors.

Registration

Evening students appear to have some special needs when it comes to registration. When asked if it would be more convenient for them to register at some off-campus location, 55.3% (SA/A) of the evening students agreed,

compared to 37.9% (SA/A) of the day students. Also evening students (62.4% SA/A) indicated a desire to have one day of registration on Saturday. Day students' responses were more evenly distributed across response categories.

Student Services

Several differences were observed in this area. First, the Learning Assistance Center and Library were either more available or more readily used by the day students. Students were asked to respond to two statements; "When I needed extra academic help, the Learning Assistance Center provided it," and "the Library and Learning Assistance Center have been available to me when I needed them." In response to the first statement 52.1% (SA/A) of the day students answered affirmatively, while the largest percentage of evening students (57.1%) indicated neutral or I don't care. Both groups tended to agree with the second statement, the day students (74.3% SA/A compared to 50.5% SA/A - evening) being more likely to agree.

Also, day students (58.1% SD/D compared to 48.6% SD/D - evening) were more likely to disagree that bands in the student lounge had disturbed their classes, and more likely to agree (85.4% SA/A - day, 73.5% SA/A - evening) that they were aware of the financial aid and job placement services offered at MTCC.

Two other differences may be important. Day students (86.7% SA/A) indicated a need for a place on campus to store school supplies (i.e. a locker); the largest percentage of evening students (44.6%) indicating neutral or I don't care. When asked if the bookstores' hours of operation were adequate for their needs, the day students (78.6% SA/A) tended to agree, but the largest percentage of evening students (47.4% SD/D) disagreed. Perhaps bookstore hours need to be modified to better serve evening students.

Building and Grounds

Two significant differences were observed in this category. When asked if they would like to have a quiet non-smoking area on campus for study, day students (46.8% SA/A) tended to agree while the largest percentage of evening students (38.1%) indicated neutral or I don't care.

Perhaps more important, when students were asked if they felt unsafe getting to campus after dark, the largest percentage of evening students (46.9% SD/D) disagreed while most day students (32.8% SA/A) agreed. It may be important to note, however, that 25.7% of the evening students did agree (SA/A) with this statement.

Counseling Services

No significant differences between groups were found in this category.

Financial Aids

When students were asked if they felt like they had to beg for financial

aid, the largest percentage of evening students (53.8% SD/D) disagreed. However, day students were fairly evenly split - 38.0% SA/A, 39.5% SD/D. This may suggest some problems with the manner in which financial aids are distributed, at least to day students.

Administrative Policies/Procedures

When students were asked if they knew who the deans were and how to contact them, day and evening students responded quite differently. The largest percentage of day students (45.5% SA/A) agreed while the largest percentage of evening students (50.0% SD/D) disagreed. If this accessability to the deans is in any way a benefit to students, then this difference may be creating a bias in favor of the day students.

Two other differences were found in this category. Evening students (46.4% SD/D) were less likely to find it distracting, when other students arrived late to class, than day students (36.3% SA/A). And, when asked if their instructors allowed student evaluation of the class, both groups tended to agree (58.1% SA/A - day, 42.7% SA/A - evening).

Student Involvement

Day and evening students differed on three items in this category. Day students (44.6% SA/A) felt more comfortable petitioning the college for a policy/course change than evening students (30.6% SA/A). The largest percentage of evening students (54.1%) indicated neutral or I don't care.

Students were also asked to respond to the following two statements; "I think students would be better represented in student government if representatives were appointed by administrators or faculty rather than elected", and "I don't think student government is necessary at MTCC." Both groups of students generally disagreed, but the day students were more likely to disagree on both items (59.9% SD/D - day, 48.6% SD/D - evening and 61.3% SD/D - day, 45.9% SD/D - evening, respectively).

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APPENDIX I

ALL SURVEY RESPONDENTS

Appendix I shows how the total survey sample (N = 542) of students responded to both the biographical/informational (1 - 15) and experiential (1 - 142) items. The relative percentages shown indicate the percentage of total respondents choosing a particular option.

On the experiential section of the original questionnaire, which was distributed to students, a 5 point Likert response scale was used (i.e. Strongly Agree, Agree, Neutral or I Don't Care, Disagree, Strongly Disagree). However, the percentages reported in Appendix I have been grouped; SA/A = strongly agree/agree, ? = Neutral or I don't care, and SD/D = strongly disagree/disagree. This was done in order to more clearly illustrate general agreement or disagreement.

Appendix I (responses by total sample), Appendix II (responses by business and computer technology students), Appendix III (responses by general studies students), Appendix IV (responses by health science students), Appendix V (responses by industrial technology students), Appendix VI (responses by mechanical technology students), and Appendix VII (responses by nursing students) have been deleted prior to the document's submission to the ERIC Document Reproduction Service.

Student Characteristics --- Check appropriate statement

Questions 1 - 3 are optional, but to more accurately meet your needs as a student we would appreciate your answering them.

1. How old are you?

   (1) ____ 16 - 20 (4) ____ 31 - 35 (7) ____ 46 - 50

   (2) ____ 21 - 25 (5) ____ 36 - 40 (8) ____ 51 - 55

   (3) ____ 26 - 30 (6) ____ 41 - 45 (9) ____ 56 or older

2. Sex: (1) _____ Male (2) _____ Female

3. What do you consider as your ethnic group:

   (1) _____ American Indian/Native American

   (2) _____ Black/Afro-American

   (3) _____ Chicano/Mexican-American/Hispanic

   (4) _____ Oriental/Asian American

   (5) _____ White/Caucasion American

   (6) _____ Other _____(specify_

4. Was English the first language you learned to speak? (1)____ Yes (2)____No

5. Are you a veteran? (1) _____ Yes (2) _____ No

6. Employment:

   (1) _____ Not employed

   (2) _____ Employed 1 - 10 hours/week

   (3) _____ " 11 - 20 " "

   (4) _____ " 21 - 30 " "

   (5) _____ " 31 - 40 " "

   (6) _____ " 41 or more hours/week

7. When do you have your classes?

   (1) _____ Day only (morning to 4:00 p.m.)

   (2) _____ Evening only (4:00 p.m. on)

   (3) _____ Day and Evening

8a. How many previous semesters have you been at this college?

(1) _____ None, this is my first
(2) _____ One
(3) _____ Two or more
(4) _____ Three
(5) _____ Four
(6) _____ Five or more

8b. If your answer to number 8a was "none, this is my first," what (if any) special counseling or other services could MTCC offer to help serve you better?

_____

_____

_____

9. I am currently enrolled in: (check one only)

(1) _____ 1 - 6 semester hours
(2) _____ 7 - 11 semester hours
(3) _____ 12 or more semester hours

10. My reasons for coming to MTCC were: (check as many as apply)

(1) _____ Low cost
(2) _____ My classes were close to where I live.
(3) _____ My friends were enrolled or planning to enroll.
(4) _____ To enroll in a specific occupational program (i.e. nursing, business, auto mechanics, etc.) offered at MTCC.
(5) _____ To qualify for some kind of funding (i.e. VA benefits, grants, work study, etc.)
(6) _____ The size of the campus
(7) _____ The atmosphere of the campus
(8) _____ Wasn't sure what else to do
(9) _____ Couldn't find a job so decided to attend college
(10) _____ My classes are close to where I work
(11) _____ To up-grade present job skills
(12) _____ Advice of friends
(13) _____ Advice of high school counselor or teacher
(14) _____ My parent's advice
(15) _____ To test my ability to do college work
(16) _____ Just to take courses that interest me
(17) _____ Other: _____

11. While at MTCC I plan to:
(Please check the one answer that best applies to you.)

(1) _____ Take classes I would enjoy, with no particular degree in mind.

(2) _____ Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind.

(3) _____ Earn an A. A. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)

(4) _____ Earn an A. A. degree in an academic area (General Studies) with no plans to transfer to a four-year college or university.

(5) _____ Earn an A. A. degree in an academic area and transfer to a four-year college or university.

(6) _____ Transfer to a four-year college or university without obtaining an A. A. degree.

(7) _____ Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college.

(8) _____ Earn an A. A. degree in an occupational program and transfer to a four-year college or university.

(9) _____ Other (Please specify) _____

12. My program or intended program is:
(Please check one only)

Division of Business and Computer Technology

(1) _____ Banking and Finance

(2) _____ Bookkeeping/Accounting Clerk

(3) _____ Business Administration (Transfer Program)

(4) _____ Front Office/Hospitality Industry

(5) _____ General Business Management

(6) _____ Merchandising and Selling Management

(7) _____ Retail Selling

(8) _____ Supervisory Management

(9) _____ Legal Secretary

(10) _____ Medical Transcriptionist

(11) _____ Receptionist/PBX Operator

12. (Continued)

(12) _____ Secretary/Administrative Assistant

(13) _____ Stenographer/Secretarial Assistant

(14) _____ Computer Applications Programmer

(15) _____ Computer Operator/Data Processing

(16) _____ Office Technician Processing

Division of General Studies

(1) _____ Developmental Studies

(2) _____ General Studies

(3) _____ College Transfer Programs

Division of Health Science

(1) _____ Dental Assisting

(2) _____ Mental Health Technology

(3) _____ Radiologic Technology

(4) _____ Respiratory Technology

(5) _____ Surgical Technology

(6) _____ Unit Clerk

Division of Industrial Technology

(1) _____ Advertising Art

(2) _____ Business Machines Service and Repair

(3) _____ Drafting-Construction

(4) _____ Drafting-Electro-Mechanical

(5) _____ Electrical-Electronic Technology

(6) _____ Graphic Communications

12. (Continued)

Division of Mechanical Technology

(1) _____ Automotive Technology (Automotive, Diesel)

(2) _____ Diesel Technology

(3) _____ Refrigeration and Air-Conditioning Technology

(4) _____ Appliance Science Technology

(5) _____ Welding Technology

Division of Nursing

(1) _____ Associate Degree Nursing

(2) _____ Nurse Assistant

(3) _____ Practical Nursing

13. Most of the classes I am presently taking are:
(Please check one only)

(1) _____ Morning only (8 a.m. - 12 noon)

(2) _____ Afternoon only (12 noon - 4 p.m.)

(3) _____ Morning and afternoon (8 a.m. - 4 p.m.)

(4) _____ Late afternoon only (4 p.m. - 6 p.m.)

(5) _____ Evening only (6 p.m. - 10 p.m.)

(6) _____ Saturday only (8 a.m. - 1 p.m.)

(7) _____ Day and evening

(8) _____ Day and Saturday

(9) _____ Evening and Saturday

(0) _____ Other: _____

14. I would prefer to take classes in the:
(Please check one only)

(1) _____ Morning only (8 a.m. - 12 noon)

(2) _____ Afternoon only (12 noon - 3 p.m.)

(3) _____ Morning and afternoon (8 a.m. - 3 p.m.)

(4) _____ Late afternoon only (4 p.m. - 6 p.m.)

FORMAT FOR INSTRUCTION

Indicate (check _____) how strongly you agree or disagree with the following statements:

SA/A = Strongly Agree/Agree; ? = Neutral or I Don't Care; SD/D = Strongly Disagree/Disagree

		SA/A	?	SD/D
1.	My instructors were available during their established office hours when I needed to see them.			
2.	I am able to work my classes in around my work (employment) schedule.			
3.	The instructors I've had are pretty clear about what they expected of me, in terms of attendance, tests, exercises, etc.			
4.	I have felt cheated in several classes because the instructor didn't show up.			
5.	Too many of my classes have been dismissed because the instructor didn't show up.			
*6.	I feel like it's too easy here, like you have to go to Phoenix College (or some other college) to get "real" college level work.			
*7.	I have had a problem finishing my degree (certificate) because courses listed in the catalog are not offered or are not offered at enough different times.			
8.	I think the instructors name should be listed next to the class he or she will teach in the course schedule.			
9.	My instructors have given me individual attention when I needed it.			
10.	My instructors don't assign enough outside research, papers, readings, etc.			
11.	I can't get the humanities (speech, philosophy, etc.) courses I want.			
12.	I have had trouble getting the General Studies courses I need because so many are cancelled or closed or not offered.			
13.	I'm more interested in getting training in a career area than in just taking general courses.			
14.	My general studies courses helped prepare me for my more advanced program courses.			
*15	In some classes I have been "given a grade" rather than the instructor bringing me up to a quality standard.			
*16.	The classrooms I have had have been less than adequate.			

SA/A ? SD/D

17. I have felt cheated in some classes because the instructor didn't know what he was talking about.

*18. I need more basic courses such as in the areas of Math and English.

19. I see MTCC as hving a firm, definite future.

20. This school, in my opinion, is definitely student oriented.

*21. I like the word "technical" as part of the name for MTCC.

22. Most of my instructors do too much "irrelevant" talking in class.

*23. My instructors treat students the same, whether they agree with the instructor's point of view or not.

24. I have had classes where I didn't really need the textbook.

25. My instructors show favoritism in classes.

*26. I have had trouble getting the courses I need.

27. The various machines and equipment that I am training on are up to date with what is being used in the field.

28. My instructors lecture on one area and test on another.

29. My instructors try to understand my needs as an individual.

30. I am aware that there are job opportunities in my field of training.

31. I have found the lab facilities at MTCC to be adequate.

32. I would take classes early in the morning (7:00 or 7:30) if they were offered.

33. It has been a hassle for me to go to different MTCC campuses to get my needed classes.

34. I feel that all the services I need are offered at the location (campus) where I take my classes.

35. My instructors really understand and care about me.

*36. I wish MTCC would offer more classes during the summer.

37. I find it convenient that all my classes are in one building.

38. I wish that my classes were smaller.

39. I would recommend MTCC to my friends.

40. I would like to see various P.E. courses offered, such as judo, yoga, etc.

SA/A ? SD/D

41. I would like to see various special interest, non-credit, courses offered at MTCC. (Like photography, stained glass, modern dance, how to buy a house, etc.)

TEACHING METHODS

42. Most of my instructors use a good combination of teaching methods (like lecture, discussion, audio/visual, fieldtrips, etc.)

43. My instructors let me know jsut how much work must be done to get an A, B, C, etc. in the course.

44. Too many of my classes are all lecture and no student involvement.

45. My instructors listen and respond to my questions in class.

46. My instructors appear to organize their lectures and that helps make it clear for me.

47. My classes have had a good amount of "hands on" (working just as I will be in the field) training.

*48. My instructors get too involved in class in their own personal preferences.

49. Most of my classes are quite challenging.

*50. As a student I have been given the respect and responsibility of an adult.

51. My instructors inspire pride in my work.

52. I have been graded down in a class because I disagreed with the teacher.

53. I have wasted time because an instructor did not start class on time.

ADVISEMENT:

*54. When I need advisement on what courses to take, which ones first, etc., I prefer to go to an instructor rather than a counselor.

*55. I need or needed more aptitude and interest testing to help choose the best career area for me.

56. I would like to be assigned a specific advisor (one person) to help me keep up to date on what courses I need, etc.

57. I'm confused on what courses are necessary for the AA degree.

*58. For the most part, the advisement I have received has been good.

59. I take the time during the advisement period, prior to registration, to seek out an advisor.

SA/A ? SD/D

60. I have been confused during the advisement/registration process because one person (an instructor, for example) told me something different than another person (a counselor, for example).

61. I know who the advisors are and where to find them.

62. I have had problesm with getting the courses I need because the program changed and I was not informed.

*63. I have enrolled in a course that was too difficult because I didn't get adequate testing and advising in the beginning.

64. I have known when the advisement period would take place.

65. I like to receive advisement before registration time.

66. I have wasted time because a counselor or advisor told me to take a course I didn't need.

67. I need more career advisement than I have been getting.

*68. I have had a problem finding out which courses will transfer.

*69. It would help me if it were stated in the courses schedule or course catalog which courses will transfer.

70. I have had trouble finding out which classes are prerequisites for other classes.

REGISTRATION:

*71. I have had to miss classes at the begining of the semester in order to register for other classes.

*72. Registration for me has been one "big hassle".

73. It would be helpful to me if I could register for classes at some off-campus location (like some place in the community closer to home).

74. I have no problem finding out what the dates of registration are.

75. For me, registration just takes too much time.

76. I would like to have at least one day of registration to be on Saturday.

*77. I have had trouble getting together a course schedule at MTCC because not enough courses are offered at enough different times.

*78. I have had to register at two different colleges to get the courses I need.

79. I have had trouble getting enough courses that will transfer.

80. I would like to be able to register for classes anytime during the year.

SA/A ? SD/D

*81. I have had trouble working up a schedule of classes because so many classes are cancelled.

82. It would help me if I were notified ahead of time when a course was cancelled so that I could get another class.

STUDENT SERVICES:

*83. When I needed extra academic help, the Learning Assistance Center provided it.

*84. I need more help finding a temporary or part-time job.

85. I would use the services of a child care center that was on or near campus.

86. I find that the library is too noisy to study in.

87. I have been given wrong information by someone in Information Services.

*88. I have had some of my classes disturbed by bands in the student lounge.

89. I have very little time to spend on student activities (on campus) because of outside obligations.

90. I would like various student activities that "educate" rather than "entertain".

91. I have found the food services at MTCC less than adequate.

92. I could use a place (i.e. locker) on campus to store my supplies (books, lab materials, etc.)

93. The bookstore hours of operation are adequate for my needs.

94. I need more help than I am getting in study skills, such as how to take notes, how to study for a test and how to read a textbook.

*95. The library and Learning Assistance Center facilities have been available to me when I needed them.

96. The academic counseling (what program, what courses) I received from the Counseling Department has been helpful.

97. I feel that at times my personal well being/or property has been in jeopardy because of this school's parking and/or security services.

98. I am aware that this school offers financial aid and job placement services.

SA/A ? SD/D

BUILDING AND GROUNDS:

99. I like the downtown location of this campus.

100. I don't like to go to the student lounge because it is such a mess (not kept clean).

*101. I have a problem finding a quiet place to study on campus.

102. I would like to have a quiet non-smoking area on campus to study.

103. I think that this building's appearance, (MTCC, 106 E. Washington) the physical plant, is run down and messy and needs improvement.

*104. I don't like to eat lunch in the student lounge because of the atmosphere there.

*105. The classrooms I have had at MTCC are too noisy and too easily disturbed by noise in the hall.

106. I would like a new campus with better facilities (drama, arts, more diverse courses).

*107. I feel unsafe on campus or getting to campus after dark.

COUNSELING SERVICES:

108. I have had a problem seeing a counselor because they were not available just prior to the beginning of the semester.

109. I don't know what the counselors do.

110. I have had a hard time getting an appointment to see a counselor.

111. I need more information about what the job situation will be like when I leave here.

112. I have or have had a need for personal counseling (i.e. help with a personal problem.)

113. I have or have had a need for academic/career counseling.

FINANCIAL AIDS:
Please answer the following questions only if you have applied for and/or received some form of financial aid.

*114. I have been given wrong or misleading information by someone in financial aids.

115. My check has been held up because of "red tape."

116. I have had trouble filling out the necessary forms correctly because no one was there to help me.

SA/A ? SD/D

117. I noticed a helpful, positive attitude on the part of the people working in financial aids.

118. I felt like I had to beg for financial aids.

119. My check was feld up because I didn't find out about an error on the form until after my check was late.

*120. I had few problems getting the financial aid I needed.

121. I was treated like an adult when I applied for financial aid.

*122. I was mislead into thinking I could get all the financial aid I needed and then found I could not, or not get enough.

ADMINISTRATIVE POLICIES/PROCEDURES:

123. The bookstore will not buy back my books.

124. When I have a problem with an instructor I get the best results by going to that instructor rather than a dean.

125. When I try to get an administrative problem taken care of, I get the "run-around."

*126. I wish all classes had the same attendance policy.

127. I would like to see this school develop a final exam schedule so that I would not have too many tests on the same day.

128. It is distracting for me when other students arrive late for class.

129. I have had a hard time getting a note to my instructors when I needed to.

*130. Most of my instructors allow the students to evaluate the class.

131. I know where the deans are located or how to contact them.

132. I think teachers should take roll.

133. I feel that I can talk to a dean any time.

STUDENT INVOLVEMENT:

134. I would feel comfortable in petitioning the college for a policy/course change.

135. I have had the opportunity through course evaluations or curriculum committees to affect course design.

136. I feel I have a voice in student activities.

137. I feel I have a voice in college policy.

138. I feel I have a voice in student executive board decisions.

139. I think that our current method of having student representatives on all major college committees is an adequate means of involving students in college decision making.

SA/A ? SD/D

140. I think that a "town hall" (open meeting/discussion, as needed) form of student government would be better than the form we now have (elected representatives.)

*141. I think students would be better represented in student government if representatives were appointed by administrators and faculty rather than elected.

*142. I don't think student government is necessary at MTCC.

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LOS ANGELES
OCT 1 4 1979
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JUNIOR COLLEGES